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ABSTRACT

A pilot center was established in Yaroslavl, Russia, to train business clerks using German curricula and training that could be applied to Russian conditions. Choice of Germany as a model was due to increasingly developing cooperation with that country in the field of vocational education. The Russians analyzed German curricula and worked out the project for a new profession--industrial businessperson. Three principal directions of commercial activity were chosen: retailer, wholesaler, and industrial businessperson. The curriculum, which had in-class and vocational (industrial) components, was structured as follows: general educational, vocational education, in-class and practical training, and consultations and exams. Curriculum content included these topics: organization of bookkeeping, crediting, and taxation; basics of management; basics of marketing; commercial law; modern office equipment and business planning; foreign language for business; and culture of business activity. Content for industrial business clerks would also include basics of industrial production, science of commodities, and special courses: specialization by type of industry. In comparison with the German curriculum, the Russian one increased teaching time and redesigned syllabi in subjects due to principal differences in the economic mechanisms of Russia and Germany. (Appendixes include occupational information, comparative analysis of Russian to German curricula, and the syllabi). (YLB)

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UNESCO

UNEVOC

International Project on Technical and Vocational Education
Projet international pour l'enseignement technique et professionnel

Adaptation of Vocational Curricula for Industrial Business Clerks from Germany to the Russian Federation

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Under *Programme Area B*, UNESCO held a workshop which convened experts from all the regions of the world. Participants compared different *methods of development of vocational curricula*. Among the follow-up activities, special emphasis is being made on the process of *international transfer and adaptation of existing curricula*. Differences in applied technologies, in norms, in legislation, in teacher training, etc. have to be taken into account when curricula are to adapted to a new environment. UNESCO will facilitate the documenting of methods applied and experience gathered in the course of such curriculum adaptation.

The Study "Adaptation of Vocational Curricula for Industrial Business Clerks from Germany to the Russian Federation" has been prepared in this context.

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Adaptation of Vocational Curricula for Industrial Business Clerks from Germany to the Russian Federation

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1 Introduction

Pilot centers to provide the experimental base for mutual training of business clerks and to incorporate the achieved results into other spheres of vocational education have been established in Yaroslavl and other regions of Russia based on the agreement on cooperation between the government of the Russian Federation and the government of the Federal Republic of Germany in mutual collaboration in training and upgrading of specialists and managers of enterprises and state economic authorities (dated 16.12.1992), the Program of collaboration in the field of vocational education between the Ministry of Education of the Russian Federation and the Ministry of Education and Science of the Federal Republic of Germany for 1992 - 1993 (dated 26.06.1992) and the Protocol of the meeting between the representatives of the Ministry of Education of the Russian Federation and the Ministry of Education and Science of the Federal Republic of Germany (dated 21.09.1992). The cooperation in modern business training includes the following aspects: the creation, the approbation and the correlation of the German curricula and producing study materials that may be applied to the Russian conditions.

During October 1992, a team of experts of the Carl Duisberg Society together with the Institute of Development of Vocational Education made a two-week study tour to the Russian Federation. The team visited some vocational schools which carry training programs for a period of one or two years (bookkeepers, cashiers, bank operators, etc.) on the basis of general (9 years) or secondary (11 years) education. Upon discussing the tour results at the Institute of Development of Vocational Education the decision was made to start an entirely new pattern of business training.

The experience submitted in this study is a part of the larger long-term project based on the concept of cooperation between decentralized and centralized (with coordinational functions) educational institutions at different levels.

The decision to use foreign experience in business training is based on the fact that the general state policy is being oriented toward the experience of the countries with the stable market economy. The adoption of this experience is more efficient than the modernization of the current Russian curricula. However such an experience cannot be imported automatically. It has to take into account the Russian traditions and the specifics of Russia's transition to the market economy.

The Development of the Yaroslavl Project

Contributors to the Yaroslavl pilot center are:

- The Ministry of Education of the Russian Federation;
- The Ministry of Education and Science of the Federal Republic of Germany;
- The Mayoral authorities of Yaroslavl;
- The Institute of Development of Vocational Education of the Russian Federation;
- The Federal Institute of Vocational Training of the Federal Republic of Germany;
- The Carl Duisberg Society
- The Ministry of Culture of Federal State of Hessen;
- The Union 'Personnel resources';
- The Institute of Development of Schools and Planning of Education, Hessen;
- The Mercedes-Benz company, Kassel;
- Other Russian and German vocational institutions.

Long-term agreements have been signed between the Federal Ministries and Federal Institutions as well as between the vocational schools themselves. The project coordinators are: on the Russian side - the Institute of Development of Vocational Education of the Russian Federation, on the German side - the Federal Institute of Vocational Training of the Federal Republic of Germany. The expenses are covered by the Federal Ministry of Education and Science of Germany.

Mutual cooperation has produced encouraging results. Teachers and administrators of partner-schools have jointly created a number of syllabi which are already being introduced.

The colleagues exchanged visits during which the study process of both Russian and German schools was examined, the standard of school equipment was evaluated, the conditions of the enterprises where the students take practical training were studied. The basis of some new professions for Russia and among them the profession of industrial businessperson has been elaborated.

This joint Russian-German project is primarily oriented towards training of the following professions in certain locations:

Industry	Industrial salesman/ saleswoman	Yaroslavl/ Kassel
Craft	Economic assistant	Moscow/ Gelsenkirchen
Banking	Bank operator	Moscow/ Essen

Since 1994 the spectrum of the project has been expanded, both in substance and location:

- curricula on "securities" and "balance of payment turn-over" have been developed in St. Petersburg and Hamburg;
- curricula on "credits" and "deposits" have been developed in Nizhny Novgorod and Essen
- curricula on commercial activity in retail trade have been introduced in Yaroslavl.

2 The initial situation and the decision to train "industrial business clerks"

2.1 The History of Commercial Schools

The revival of commercial schools in Russia was caused by the development of the market relations. However such schools have a long-term history.

The first commercial school in Russia was opened in Moscow in 1773 and through 1914 about 250 such schools were operating. The main goal of these commercial schools at that time was the training of professionals for industry and trade. Generally they trained book-keepers, controllers, clerks, specialists for banking service.

The first vocational schools of commercial type in modern Russia appeared in 1992 at the start of economic reforms simultaneously in the largest industrial and commercial regions of the country. They have been created on the basis of the former vocational schools that had previously conducted the training of specialists for industry and trade, as well as for savings-banks. The situation in the economic life of the Yaroslavl region where the Russian-German project is carried on is typical for Russia as a whole.

An active process of transition to the market economy is going there and there exists a crucial need for the working staff for new market professions.

2.2 The State of the Yaroslavl Region

In 1994 the decline in industrial production in the Yaroslavl region has reached 31%, which is 1,5 times more than the previous year. In the engineering, petro-chemical and chemical industries the reduction has reached 60%.

Unemployment is constantly growing in the region. By the end of 1994 it reached nearly 6% of the economically active population. By this indicator the Yaroslavl region stands the second among 89 regions of the Russian Federation. For one vacancy here there are 29 unemployed while on an average in Russia the rate is 3,5. Therefore, one of the most unfavorable regions of Russia where the transformation to the market economy has been especially complicated has been chosen for the realization of the Russian-German project to train industrial business clerks.

Category	Quantity	%
Unemployed (total)	31,119	100.0
Women	15,511	49.8
Young people (16-29 years)	10 143	32.6
Workers	23,172	74.4
Specialists and clerks	6,130	19.7
Graduates of study institutions	2,221	7.1
Reemployed	5,254	16.9

The labor market situation in the Yaroslavl region (as of January 1, 1995)

For the vocational education in the Yaroslavl region as well as for Russia as a whole its weak ties with the labor market is yet characteristic. For example the training of machine-operators for industry 15 times exceeds the real market demand. On the average 600 persons are available for each vacancy of a chemist. For two vacancies of the tutors there are 314 graduates of this profession, i.e. 157 times more. The lack of correspondence in the structure of trained labor force personnel to the real needs of the market makes the reform of vocational education a very urgent task for the Yaroslavl region.

2.3 Reasons for the Choice of Yaroslavl

The basic institution selected for the model of professional training of industrial business clerks is the commercial lyceum No. 36 in Yaroslavl. The choice of such an institution as the basic one was stimulated by a number of factors:

- the optimal location (its proximity to Moscow; a typical Russian regional center with the developed infrastructure; demographic characteristics, etc.);
- the complex structure of the labor market demands in the Yaroslavl region (the big industrial center, with engineering, chemical, textile enterprises, services, tourist business, etc.);
- high professional level of the training staff;
- support of the Yaroslavl authorities (the desire to train business clerks in the vocational institution was expressed by the Yaroslavl mayoral authorities).
- support for vocational education and training of staff by the Administration of Yaroslavl region and the Department of Education.

The Yaroslavl lyceum has the typical commercial school profile and that is why some innovations of this vocational school can be easily multiplied into similar ones throughout the Russian Federation.

In the choice of Yaroslavl commercial lyceum as the pilot center for international cooperation its direct and old links with the Institute of Development of Vocational Education of the Russian Federation played a very important part. From January 1991 this Institute had been creating curricula for training commercial specialists of retail trade. In April 1991 on the basis of this program the Yaroslavl vocational school was reorganized into the secondary vocational school (commercial lyceum). So, by the time the bilateral cooperation to train industrial business clerks began, the lyceum had accumulated sufficient experience to train new professions.

2.4 The Choice of Germany as a Model

Russia's appeal to the German experience rather than to any other foreign country first of all comes from increasingly developing cooperation in the field of vocational education. Although the dual system that is typical for Germany cannot be immediately and directly transferred to Russia, the acquaintance with the German experience in training certain professions: business clerks, bank clerks, social workers and others, has indicated the possibility of its adaptation to Russia, where the demands of the market, the national legislation and the state educational standards that are being elaborated at the present time.

Besides, the scholars of Russia and Germany have created some hopeful preconditions for the experiment. The comparative analysis of the legislation and of the financial systems of these two countries have been accomplished. The barriers of the professional terminology have been overcome with the "thesaurus" -- the dictionary of the main notions in the field of vocational education with their interpretation in both countries. All that (in many respects) has made it easier to further work on the curricula and the realization of the project as a whole.

3 General background and aims of the experiment

For a start of the experiment there existed the following basis:

- the growing necessity to train specialists for new professions of market economy;
- the appropriate quality and the level of work of both the executive staff and the teachers of the school;
- the potential for further development and improvement of the study - productive basis of the lyceum.

The availability of some major industrial enterprises has predetermined the choice of the new commercial profession of industrial businessperson.

Taking into account the German system of vocational education, the curricula for training businessperson of the second, third and fourth grades of qualification have been worked out. That provides the possibility for the three steps in training of the students if such a training is carried for the graduates of the general school (9 years) and for the two steps - for the secondary school (11 years).

Each step is professionally completed and intends to lead to the professional diploma and (or) the general (secondary) education certificate.

3.1 The Curricula

Despite the fact that for some years the lyceum had trained the business clerks for trade, the designing of the curricula for industrial business clerks began only since 1992 with the partnership of German experts.

The desire to train such specialists was received from Yaroslavl mayoral authorities and the major industrial enterprises undergoing conversion programs. Their representatives made a proposal to enlarge the scope of training of such specialists.

With this demand the colleagues from Germany provided the opportunity to study their data bank on adjacent professions. The Russian scholars have analyzed the German curricula, received essential consultations from the German colleagues and finally worked out the project for a new profession -- industrial businessperson. In December 1993 the symposium on this project was held in Berlin where all its strengths and weaknesses were properly discussed. The final model had been chosen as the basis for the new pilot project.

In the process of adaptation of the final model to the Russian conditions the following factors have been taken into consideration:

- Russia's transition towards market economy;
- emergence of various forms of property in Russia;
- the need to train managers who know well the modern management methods for state, private and joint enterprises.

To attain this goal the commercial lyceum No. 36 was best suited by its characteristics such as a rather good teaching and technical basis, the stable pedagogical staff, solid connections with practical specialists from the industry in the region.

For the last few years with the methodical assistance of Russian and German scholars, the work to perfect curricula, to improve methods of subjects' training, to develop teaching and technical basis, to raise qualification of pedagogical staff, has been done. Training of the students for the needs of production, is provided by a very careful selection of places for production training. It takes place at the enterprises and in commercial structures. They provide the possibility for the students to train at the work place and use a whole complex of technological equipment. At the enterprises and in commercial structures, the students can form commercial and management skills, explore consumer markets, define and evaluate the factors influencing the market demand, and so on. Moreover, the students get acquainted with the structure of economy and principles of enterprise management.

The analysis of the results of the experiment in Yaroslavl for the last two years demonstrates the considerable improvement in training industrial business clerks. For example, the number of graduates who had 'good' and 'excellent' results in the lyceum has increased from 72 to 83 per cent (in the groups on the secondary school base) and from 13,7 to 25,6 per cent (in the groups on the general school base).

4 The joint work on the curricula

To realize the training of business clerks a great preparatory work has been fulfilled by German and Russian scholars and the teaching institutions themselves:

- the state of this problem from a historical perspective has been studied both in the national and in the foreign literature;
- socio-economic and psychological-pedagogical requirements to train business clerks have been defined;
- the model of professional qualification has been developed;
- several versions of curricula for training business clerks have been developed;
- syllabi for vocational training have been developed.

On the basis of the analysis of Russian traditions and experience, three principle directions of commercial activity have been chosen:

- retailer;
- wholesaler;
- industrial businessperson.

The profession "commercial activity" has been included in the State List of professions of the primary vocational education.

4.1 Working Meetings

The joint Russian - German working group was established to elaborate the curricula for the Yaroslavl lyceum. Every year, 3 working meetings were held for 14 days each. Besides, several special meetings were held during the last years:

24.2.-5.3.1993
The meeting to discuss the program of cooperation and to elaborate specific fields of vocational education particularly on training of industrial business clerks. As a result the Protocol about the joint activity was signed.

17.3.-26.3.1993
The first working meeting in Yaroslavl.

2.5.-14.5.1993
The second working meeting in Kassel and Berlin

13.9.-24.9.1993
The third working meeting in Yaroslavl.

1.12.-3.12.1993
The meeting in Berlin (the signing of the Protocol on joint activity in 1994).

31.1.-11.2.1994
The first working meeting in Yaroslavl.

25.4.-6.5.1994
The second working meeting in Kassel and Berlin.

May-June 1994
The school and practical training of some Russian teachers in Kassel.

3.10.-14.10.1994
The third working meeting in Yaroslavl (with the participation of a large group of the heads of Russian vocational educational institutions).

20.11.-21.11.1994
The presentation of the Russian - German projects in the field of vocational education in Moscow (the signing of the Protocol on the cooperation for 1995).

The structure of the qualification of the vocational education in the Russian Federation is presented in Annex 1.

In the vocational institutions of the primary vocational education the students can be trained up to the second and third steps and in the lyceums - up to the fourth step of qualification. In the system of continuous education the profession "businessperson" corresponds to the fourth step of qualification. The education may continue within the system of the higher education to obtain the qualification of manager of the enterprise.

4.2 Division of the Curricula

Taking into special consideration the materials provided by the German colleagues the Institute of Development of Vocational Education of Russia has worked out the draft of the standard for the profession "commercial activity", the syllabi and documentation for training of specialists in the field of commerce.

The curriculum includes the in-class and vocational (industrial) parts. It has the following structure:

1. The general educational part.
2. Vocational education.
3. In-class and practical training.
4. Consultations and exams.

4.3 Curriculum Content

The joint work at the curriculum has the aim of vocational education and the test of its quality. The teaching time for each unit is allocated. It corresponds to the Russian educational standard on themes and volume of knowledge and skills.

The new notion "in-class and practical training" defines:

- in-class training;
- technological practice of the enterprises;
- pre diploma practice at the enterprises after exams.

The general educational part of the curriculum is elaborated with the cooperation of the Institute of Development of Schools and Planning of Education, Hessen. The technological practice is elaborated with the cooperation of Mercedes-Benz company, Kassel.

The curricula and the syllabi for the parts 1-3 have been completed, approved by both sides and introduced in Russia. The part "consultations and exams" has not been completed yet.

Today there exist various forms of vocational education, but only the fulfillment of all demands of the State List of professions and of the state educational standard provide the right for any vocational institution and organization to award the state certified diploma to their graduates.

4.4 The Scope of the Curricula

The above mentioned syllabi define the content of training of business clerks in all vocational institutions within the Russian Federation. These institutions are obliged to have the license of the state type for vocational education.

The State Standard includes the following points:

1. The model of professional qualification of businessperson.
2. The federal component of the content of vocational education.

4.5 The Content of the Curricula

The model of professional qualification as the basic document of the State Standard reflects the comprehensive integrated requirements for the knowledge and skills of the students. It is presented in Annex 2. There are the following parts in it:

- basics of marketing;
- basics of management;
- basics of commercial law;
- basics of bookkeeping;
- science of commodity.

The commercial activity consists of a lot of aspects which have demanded to create the commercial schools with many steps. On the basis of the sociological investigation of the market of education, the Russian and German scholars have worked out some general principles of formation and function of the many steps of vocational institutions.

The vocational institutions have to consider the changes in the labor market situation and to carry out:

- training of workers and specialists of the second through forth steps of qualification in various forms of vocational education;
- raising the qualification and training of personnel for state enterprises and private business on commercial basis;
- training of professionals both for the work in family business and in the state sector.

Each step in vocational education is based on the appropriate curricula and syllabi which permit:

- to carry out the intermediate control of the results of education and to provide the step by step attestation of the students, to give them the possibility either to complete or to interrupt their education and to receive the appropriate document about their professional qualification and the achieved level of general education;
- to admit to vocational school at any period of education workers (specialists) and private persons who have a wish to advance the level of their vocational education;
- to create the conditions for obtaining by the students the supplemental knowledge and skills which extend their professional qualification.

In the various curricula for training business clerks there is the division of responsibility between the Federal and regional authorities to maintain the State Standard of education (Federal component) and its specific features (Regional component).

The humanitarian circle, its structure, a number of subjects and their teaching time are equal for all curricula, and are also required by the State Standard.

The natural scientific circle is varied in volume and content and depends on the level of education of the graduates of the general school (9 or 11 years).

The professional circle is the most flexible part of the curriculum. For the profession "commercial activity" this circle consists of the general professional and special parts. The general professional part is not determined by the types of professional activity, and therefore for business clerks of different profiles the number of subjects of this part is remaining constant:

1. Organization of bookkeeping, crediting and taxation.
2. Basics of management.
3. Basics of marketing.
4. Commercial law.
5. Modern office equipment and business planning.
6. Foreign language for business.
7. Culture of business activity.

The content of the professional circle determines the profile of the future entrepreneurs.

For the industrial business clerks the professional circle includes the following subjects:
1. Basics of industrial production.
2. The science of commodities
3. Special courses: specialization by type of industry.

4.6 German and Russian Models

The curriculum has been designed taking into consideration the traditions of Russian vocational education and has been substantially reviewed with respect to the German experience. It defines the structure of the teaching process, the classification and the volume of courses of the federal component of education, the regional component, extra subjects by choice, consultations and exams.

The syllabi reflect the substance of education and the obligatory minimum of teaching time in accordance with the State Standard. The results of such vocational education are checked by tests at the appropriate level.

Only the subjects defined in the Federal component of the educational Standard have been included in the curricula. The content of the subjects, constituting the regional component ("The structure of regional industrial production", "Organization of production at the enterprise", etc.) is regulated by the educational authorities of the regions.

5 The adaptation of the German curricula to the State Standard of Russia

The work to create the novel model of the curricula for training of industrial businessperson and its adaptation to Yaroslavl lyceum was carried out in the following fields:

a) Working out teaching materials
As a result of this bilateral work of the teachers of Kassel and Yaroslavl with the participation of scholars from both countries drafts of the State Standards to train an industrial businessperson on the basis of the general (four-year program) and the secondary (two-year program) schools respectively have been developed. The curricula and programs on subjects of the professional circle have also been developed on the basis of the existing Russian experience and the German curricula for training industrial businessperson (Annex 3).

The Federal Institute of Development of Vocational Education of Russia has trimmed the submitted syllabi taking into account the State Standard of vocational education. After this, the new curricula have been approved by the Ministry of Education of the Russian Federation (Annex 4).

The curriculum has been designed as a multi-step process to train specialists. Training is carried out under two curricula: one on the basis of the general school with the simultaneous secondary education (term of education - 4 years) and another - on the basis of the secondary school (term of education - 2 years). Besides a short term training program (1 year and 8 months on the basis of secondary education) has been approved for the retired servicemen.

According to the sanitary and hygienic norms, the teaching time should not exceed 36 hours per week (except for the time given to the production training at the workplace). The production training is organized in accordance with the requirements of the professional qualification and the specifics of enterprises.

The allocation of the subjects through the courses and the teaching time provides the quality of training of specialists.

Besides, the time for exams, consultations and optional subjects is allocated in the curricula.

The needs of enterprises and organizations were also considered.

5.1 Comparison of German and Russian Curricula

Comparing the two versions of the curricula (the German curriculum and the one adapted for Russia) their difference becomes evident: in the Russian version teaching time was increased by 43 percent, primarily because five new subjects ("Basics of industrial production", "Psychology of business contacts", "Modern office equipment", "Geography of business contacts", "Introduction to the science of commodities", and " Philosophy of business") were added.

With regard to the results of the adaptation of the German curricula to Russian conditions essential changes have been made in the syllabi and the teaching materials.

Because of principal differences in the economic mechanisms of Russia and Germany, the following syllabi on six subjects have been designed anew: "Analysis of economic activity", "Bookkeeping in industry", "Taxation of modern enterprises", "Legal basis of commerce and credit and monetary relations", "Professional training", "Financing and crediting of the enterprises".

The curricula on other subjects taken from the school of Kassel have been also partly modified as follows:

b) In the sphere of adaptation of teachers to the new curricula

For the teachers of Yaroslavl lyceum training courses were organized in the Mercedes and Volkswagen training centers in Kassel; in the higher educational institutions and at the training centers in Yaroslavl, Nizhny Novgorod and Moscow. Besides, during the whole academic year the methodical council of the lyceum has been promoting the effectiveness of the lessons, diversification of the forms and methods of work with the students, and stipulating new pedagogical technology.

The following personnel was engaged in preparing the methodical and teaching materials:

- the most skilled teachers and instructors of production training from the collaborating educational institutions in Yaroslavl and Kassel.
- the representatives of some industrial enterprises (such as Mercedes and Volkswagen in Kassel).
- the scholars from the German and the Russian institutes of vocational education as well as teachers of higher educational institutions of Yaroslavl who have the teaching experience in market economy;
- some experts interested in training staff at the leading industrial enterprises of Yaroslavl.

c) In the sphere of financial and technical support of the teaching process

The commercial lyceum of Yaroslavl is sufficiently equipped for the training purposes. In the framework of the experiment for the training of industrial businessperson the following measures are exercised towards improving the material and technical basis:

- the German side has provided the lyceum with the computers and other office equipment (to the sum of 63,075 DM) which are necessary for the experiment;
- the computer class equipped with 13 personal computers, a telefax, a copying machine and other equipment;
- each of the 7 enterprises which take part in the experiment received a personal computer;
- the Yaroslavl lyceum has received the business simulation package (SIMBA) the Russian version of which had been worked out by the German experts, some teaching materials on marketing, some textbooks in Russian and in German;
- the auditorium for teaching the "Psychology of business contacts" with TV and audio-video equipment has been supplied too;
- there are specialized classrooms for each course of the professional circles which are equipped in accordance with the specifications of the State Standard;
- the modernization of classrooms due to the organization of the study complex to provide simulatior of a whole number of real industrial situations (The Center for modeling the technological industrial process) has been completed. Presently the process of raising money to fit "the Center" with all necessary teaching and technological equipment is ongoing.

d) In the sphere of the students' enrollment and improvement of the teaching process:

In the 1993-94 academic year, for the first time in Russia the training course of "Industrial businessperson" was open in the commercial lyceum in Yaroslavl.

Since 1995 the evening refresher courses for specialists from industrial enterprises of Yaroslavl will be open.

5.2 Equipment

In the table below, the comparative data of the students admitted to the course in 1993 and in 1994 are presented:

	Academic year	
	1993-94	1994-95
Total number of students	**17**	**31**
Distribution by sex:		
• men	10	19
• women	7	12
Distribution by age:		
• 17 years	3	15
• 18 years	4	7
• 19 years	4	--
• 20 years and higher	6	9
Distribution by education:		
• secondary schools	--	26
• vocational schools	17	5
Distribution by residence:		
Residence		
• Yaroslavl	15	25
• Yaroslavl region	2	6
Other:		
Sent by the enterprises to study	17	22
Ratio of applicants to admissions	3:1	4:1

The table indicates marginal growth of competition to enter the course as well as increasing interest of enterprises to send their young personnel to take it.

All this confirms that:

1. the choice of this new profession in the region was correct;
2. the enterprises are interested in this type of specialists.

The teaching is organized in the following pattern: 5 weeks - the theoretical training, and starting with 6 week - 3 days per week for the theoretical training and 3 days for the production training at the enterprises of the town.

By the end of the academic year the students completed industrial practice at the workplace and passed exams. The results show that the students have been well acquainted with new classification of the output production, with the specifics of the technological processes and industrial equipment, with suppliers of raw materials and the end users of the finished products.

With that, the students have realistically evaluated the problems of the enterprises and have made some proposals towards the extension of the economic links, the search of new markets for sale of the production.

6 Perspectives of the experiment

6.1 Success of the Experiment

The experiment, however brief, certain conclusions and recommendations can be made from it even today.

It is necessary to note the successful choice of both the main venue for the experiment (the commercial Lyceum No. 36) and the area in which it was conducted (the Yaroslavl region). The broad-minded pedagogical staff of the Lyceum has demonstrated the creative attitude toward the work. It needs to be noted that great help was continuously given by the authorities of the Yaroslavl region, the Department of vocational education, the guidance of the leading enterprises of the town, and the Institute of Development of Vocational Education of Russia.

The German side (the school in Kassel and the Federal Institute of Vocational Training) have also rendered invaluable assistance.

It stands no doubt that the choice of the profession "Industrial businessperson" for the experiment was correct. By the expert assessment at the enterprises of Yaroslavl region alone, the need for such specialists is about 7,000 - 8,000 persons. The experts in the nearest regions (Kostroma, Ivanovo, Nizhny Novgorod, Vladimir, etc.) have shown their interest in this experiment.

In 1995 the 4-years "industrial businessperson" study course will commence its work (on the basis of the general education - 9 years).

In future further development of this experiment will require arranging of different terms of study depending on the initial level of the students' education, to improve foreign language training, to provide close links between the vocational schools and the Universities.

6.2 Conclusions

The presentation of the joint Russian and German project was held in October 1994 in Yaroslavl. Many scholars, experts and representatives of large German companies together with the Russian colleagues have analyzed the first results of this project.

Employers, enterprises and bank structures are included in the new stage of this experiment. Among them are: the Russian League of Industrialists and Entrepreneurs, the Association of banks of Russia, the Chamber of Industry and Commerce of Russia, Trade Unions etc. The support to this experiment by private commercial structures testifies that the right choice to teach this profession was made in full correspondence with the demands of the market economy.

The final and global target of this joint Russian and German project has been working out the State educational Standard of Russia for the profession "Business Clerk". The Standard has been approved by the Department of Vocational Education of the Russian Ministry of Education and is now widely introduced into practical work of many teaching institutions in Russia. In many respects it has become the basis for similar educational standards which are being designed in accordance with the State List of Professions.

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Annexes

1 The Structure of Vocational Education in Russia

Grade of qualification	Level of the general education needed to get profession	Level of the vocational education in accordance with the "Law of Education" of the Russian Federation
1	Basic general education	Short-term vocational training of the workers (apprenticeship)
2	Basic general education	Primary vocational education for study of professions which do not need secondary education
3	Secondary education	Primary vocational education for study of professions demanding the secondary education
4	Secondary education	Secondary vocational education.
		Advanced vocational education for skilled workers and for specialists of the middle level - in the lyceum.
5	Secondary education	Higher vocational education (University).
		Post-university vocational education (Business School)

2 The Professional Qualification

1. Occupation: businessperson ("commercial activity")

Profiles: wholesaler
retailer
industrial
businessperson

2. Purpose of the occupation
To secure trade operations with the optimal classification and high quality of industrial and consumer goods in retail trade or in the wholesale market (wholesale enterprises, commodity exchanges, brokerage houses, fairs, auction sales, sales and marketing departments of industrial enterprises, etc.)

3. Qualification
The occupation "businessperson" is equivalent to the forth grade of qualification in the system of continuing education.

The level of the education needed for this occupation - the secondary education; the professional level - the secondary vocational education. The further upgrade of qualification can be obtained through higher education - to achieve the qualification of the enterprise manager.

4. Substance of professional activity

The types of professional activity ("must do")	The theoretical basis of professional activity ("must know")
General professional indicators	
	Science of commodities of food-stuffs and manufactured goods:
Defines indicators of the consumer cost of goods, the equivalence of their quality to the standard and trade mark. Provides professional expertise of goods according to the standard quality, preventing acceptance of inferior goods, harmful for health.	• groups of goods and their usage; • standard requirements to the quality of goods; • factors influencing the quality of goods, their defects; • realization terms for different goods; • quality of goods; • types of marking and packing;
	Basics of marketing:
Studies the state of commodity markets and makes analysis of trends in consumer demands Shows and removes goods for sale. Suggests the price of goods Exercises purchase (and sale) of goods at the commodity exchange and other wholesale trade structures. Prepares papers and puts the agreements forms.	• market and its types; • main principles of market; • the typology of purchaser; • methods of marketing research; • price formation; • specific features of wholesale trade; • techniques of trade at the commodity exchange;
	Commercial law:
Takes part in transaction operations. Responds to the customers' claims.	• types of transactions and agreements, their preparation; • trade operations in the system of the wholesale trade; • payment and credit relations; • types of legal responsibility.
	Business culture:
Attracts clients. Sets business links with partners. Prepares commercial correspondence: • use of modern office equipment.	• ethics of business relations; • culture of speech; • culture of writing, types of commercial correspondence; • image of a businessperson.
	Bookkeeping:
Calculates the cost of purchased goods and income of the sale of products. Takes part in preparing financial reports.	• taxation system; • preparing financial documents; • preparing of reports.
Special indicators	
	The science of commodities of food-stuffs and manufactured goods:
1. Industrial businessperson	
Takes part in the development and in the introduction of the standards of the enterprise. Provides the required terms and rules of goods storage. Prepares goods to be delivered to the customer.	• storage terms and conditions for goods of different types; • normative technical documentation.
	Basics of marketing:
Takes part in the long-term planning of production and realization of goods. Exercises the working out of the new products. Advertises products.	• strategy of marketing for products; • life circle of products; • ways and venues of advertisement.
	Basics of management:
Ensures the efficient work of the department (of supply, of sales). Keeps track of shipment of goods, realization of agreements and orders, keeps inventories of unsold goods. Ensures due payments for the sold products. Prepares shipping, accounting and payment documents, makes inventory.	• management structure and its types; • methods of management; • psychology of business relations; • organization of labor.

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	Bookkeeping:
Exercises commercial activity taking into account the trends of the economic development of the region. Takes part: • in the planning of output of industrial goods; • in improving organizational structure of the enterprise; • in defining strategy of raw materials supply; • in improving supply and sales system.	• banking operations; • financial planning of the enterprise's activity; • accounting in industrial enterprises.
	The structure of the regional industrial production:
	• types of technical documentation; • industrial trends of the leading enterprises of the region; • raw materials sources; • main types of output production.
	Organization of the firm's (enterprise's) production:
Exercises control of realization of the orders by subdivisions of the enterprise, fulfillment of agreed terms of delivery, commodity classification and quality of the production in accordance with the obligations under contract.	• organizational structure of the enterprise; • technical-technological peculiarities; • sources of raw materials; • commodity classification, standards for products; • peculiarity of supply and sales system; • system of production and financial links; • source of finance and credit.
	Organization and technology of retail trade:
2. Retailer	
Organizes supply of the shop with goods and equipment. Exercises the sale of consumer goods. Keeps shop inventory.	• structure of retail trade enterprises; • organization and norms of maintenance of the enterprise; • organization of acceptance and storage of goods in the shop; • types and methods of using of trade equipment; • methods of service of customers.
	Bookkeeping:
Exercises control of delivery and the sale of goods. Prepares shipment and payment documents. Prepares financial reports of the shop.	• financial planning at the retail trade enterprise. • accounting system and documents of the shop; • banking operations.

5. Specific demands

The age of those who are admitted for work must be not less than 18 years.

Medical restrictions are regulated by the List of contra-indications by the Ministry of Health of the Russian Federation.

3 The comparative analysis of the curricula of the Russian - German project to train "Industrial businessperson"

Subjects of the curricula				Teaching time (hours)					
				Russian version			German version		
Russian version		German version			First year	Second year		First year	Second year
No.		No.		Total	1c	2c	Total	1c	2c
			2.1. General professional circle						
2.1.1	Bookkeeping in industry; offsets	2.1.1	Bookkeeping in industry, including:	140	140		260		
			• current bookkeeping and total cost of production					60	60
			• cost of goods					40	40
2.1.2	Taxation of modern enterprises		• taxation and statistics	34	34			30	30
2.1.3	Analysis of economic activity	2.1.8	Offsets	94		94	20	20	
2.1.4	Statistics			34		34			
2.1.5	Basics of management	2.1.4	Management and organization of the enterprise's activity	60		60	40		40
		2.2.4	Personnel management				20		20
2.1.6	Organization of commerce on the basis of marketing	2.1.6	Market and prices	78	44	34	20	20	
		2.2.5	Sales. Promotion of sales of products				60	60	30
2.1.7	Basic economics	2.1.5	Basic economics	20	20		20	20	
2.1.8	Market economy	2.1.7	Market economy and methods of business activity	47		47	40		40
2.1.9	Financing and crediting	2.2.6	Financing and crediting	34		34	40		40
2.1.10	Basics of commercial and financial law	2.1.2	Basics of commercial law	70	70		40	40	
		2.2.4	Labor law. Social insurance				40	40	
		2.1.3	Industrial law				40	40	
2.1.19	Computer applications for commercial practice	2.1.9	Computer applications for commercial practice	194	108	86	160	80	80
2.1.13	Foreign language for business	2.1.10	Foreign language for business	146	60	86	60	40	20
2.2.3	Basics of industrial production	2.2.1	Industrial enterprise and the system of its cooperational links	124	124		20	20	
		2.2.2	Maintenance. Store keeping (purchases and store keeping)				40	40	
2.3.1	Industrial specialization	2.2.3	Output of production	120		120	60		60
2.2.1	Science of commodities of food stuffs			40	40				
2.2.2	Science of commodities of industrial goods			48	48				

Additional subjects									
1.1.	Philosophy of business			108	108				
2.1.14	Psychology of business contacts			44	44				
2.1.11	Modern office equipment			34	34				
2.1.15	Geography of business contacts			47	47				
	Total			**1516**	**874**	**642**	**980**	**520**	**460**
2.4	Industrial training			931	420	511			
	Practical training			520	160	360			

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4 The Syllabi

1. Basics of Industrial Production

			Teaching time (hours)	
			Totals	Theme
Part 1		**The basics of organization of production and management**	**40**	
	Theme 1	Subject, content, aims of the course		2
	Theme 2	Industrial enterprise and its organization		6
	Theme 3	Organization of production process		6
	Theme 4	Structure of the enterprise		8
	Theme 5	Types of production		12
	Theme 6	Management of the enterprise		6
Part 2		**The basic of organization of the technical service of production**	**40**	
	Theme 7	Internal structure of the enterprise		2
	Theme 8	Organization of the maintenance supply and sales		22
	Theme 9	Organization of storage		16
Part 3		**The basics of planning in the enterprise**	**6**	
	Theme 10	Aims and content of the planning.		1
	Theme 11	Planning the production of products and services		2
	Theme 12	Planning the production costs		1
	Theme 13	Basics, system and methods of current planning of production		2
Part 4		**Marketing**	**4**	
	Theme 14	Marketing research planning and organization.		4
Part 5		**Organization and management of developing new products and introducing them into production**	**32**	
	Theme 15	Creation and mastering new technology		4
	Theme 16	Methods of developing new products		18
	Theme 17	Organization of the complex (design and technological) preparation for production of new goods		6
	Theme 18	Basics of the organization, management and planning of quality control		4
		Total	**122**	

2. Basic Economics

	Teaching time (hours)
1. Introduction	2
2. Market and its basic elements	2
3. Enterprise as the main element in the system of the economic mechanism	4
4. Evaluation of the enterprise activity	2
5. Technological progress and labor productivity. Floating assets	2
6. Types of exchanges and their operations	2
7. Financing of the enterprise activity under market conditions	2
8. Taxation in Russia	4
Total	**20**

3. Introduction into the Science of Commodities

	Teaching time (hours)
1. Introduction	2
2. Quality of goods and production	6
3. Standardization of goods	4
4. Quality control	8
Total	**20**

4. Psychology of Business Relations

	Teaching time (hours)
1. Introduction	2
2. Psychology of relations Psychology as a science - The basic psychological processes - Sensations	2
Perception. Memory	2
Attention. Mentality. Imagination	2
Emotions and feelings. Will	2
Notion of person - The structure of person	2
Relations. Levels of relations - Characteristics of business relations	2
Communicative skills and habits	2
3. The culture of business relations in business activity. The psychology of verbal communication.	2
The psychology of non verbal communication.	2
The ethics of business relations.	2
The culture of interpersonal relations. Conflicts.	2
The practical work "The techniques of speech" (video training).	2
4. The techniques of business negotiations - Business negotiations. Their structure. - The start of negotiations - Presenting information	2
Argumentation and neutralization of the partner's remarks - the principal stage of business negotiations.	2
Making a deal and the conclusion of business negotiations.	2
The specific features of international business relations	3
Total	**35**

5. Production Training

	Teaching time (hours)
1. Visiting the enterprise	6
2. Studying the structure of the enterprise	5
3. Work at the department of the maintenance supply	10
4. Work at the sales department	7
5. Studying the organization of storage	10
6. Studying the planning at the enterprise	8
Total	**46**

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